

Intervention: Personal development model for school-based prevention

Finding: Sufficient evidence for ineffectiveness

Potential partners to undertake the intervention:

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|---|--|
| <input type="checkbox"/> Nonprofits or local coalitions | <input type="checkbox"/> Businesses or labor organizations |
| <input checked="" type="checkbox"/> Schools or universities | <input type="checkbox"/> Media |
| <input type="checkbox"/> Health care providers | <input type="checkbox"/> Local public health departments |
| <input type="checkbox"/> State public health departments | <input type="checkbox"/> Policymakers |
| <input type="checkbox"/> Hospitals, clinics or managed care organizations | <input type="checkbox"/> Other: |

Background on the intervention:

Academic literature that examines school-based substance abuse prevention programs divides these programs into the following four categories: (1) Knowledge-based programs; (2) Affective programs; (3) Programs based on the social influence model; and (4) Programs based on the comprehensive life skills model. This page focuses on affective programs.

Affective programs concentrate on broader issues of personal development such as self-esteem, decision making, values clarification, and stress management. They are often not drug specific.

Findings from the systematic reviews:

Systematic reviewers indicate that affective programs have little influence on drug and alcohol use.

Limitations/Comments:

Although these four program categories are frequently found in the academic literature on school-based substance abuse prevention programs, they are also occasionally listed under other terms (e.g., "social influence approach") or incorporated in specific program models. In addition, there are other methods of categorizing programs; some analyses combine program categories--knowledge-based and affective, for example. Other analyses categorize programs by their leadership (e.g., "peer based") or area of focus (e.g., "skills focused").

References:

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Gorman DM. Are school-based resistance skills training programs effective in preventing alcohol misuse? *Journal of Alcohol & Drug Education* 1995; 41(1):74-98.

Gorman DM. Do school-based social skills training programs prevent alcohol use among young people? *Addiction Research* 1996; 4(2):191-210.